



Oxford Cambridge and RSA

GCSE (9–1)

History A (Explaining the Modern World)

J410/02: Germany 1925-1955: The People and the State

General Certificate of Secondary Education

Mark Scheme for Autumn 2021

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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1. Annotations

| Annotation | Meaning |
|--|---------------------------|
|  1 | Level 1 |
|  2 | Level 2 |
|  3 | Level 3 |
|  4 | Level 4 |
|  5 | Level 5 |
|  SEEN | Noted but no credit given |
|  NAQ | Not answered question |
|  | |

1. Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of seemingly prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

Germany 1925-1955: The People and the State

5. Describe **one** effect of World War Two on the German people. (2)

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| Assessment Objectives | AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [2] |
| Additional Guidance | All content is indicative only and any other correct examples of effects of World War Two on the German people in the period should also be credited. 2 examples or one example explained= 2 marks. |

| Levels | Indicative content | Marks |
|---------------------------|--|----------|
| N/A Points marking | <p><i>One example of how World War Two affected the German people was that their support for the Nazi lessened (1). The July bomb plot of 1944, organised by senior army officials, aimed to assassinate Hitler and end the war (+1).</i></p> <p>OR</p> <p><i>Allied bombing raids in Germany during World War Two resulted in widespread dislocation (1). Raids in Berlin in 1943 caused tens of thousands of people to be made homeless each night (+1).</i></p> | 2 |

6. Why did racial persecution rise in Germany after 1939? (10)

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| Assessment Objectives | AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5] AO2: Explain and analyse historical events and periods studied using second order historical concepts. [5] |
| Additional Guidance | The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question. |

| Levels | Indicative content | Marks |
|--|---|--------------------|
| <p>Level 5</p> <ul style="list-style-type: none"> Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question. | <p>Level 5 answers will typically identify two or more reasons for an increase in racial persecution after 1939 and explain them fully e.g.</p> <p><i>Racial persecution increased after 1939 due to the brutality of war. Mass killings of Jews at the start of World War Two (for example as a part of Operation Tannenberg), and the development of more extreme anti-Jewish wartime propaganda, gave the message to the German people that an increased level of anti-Semitism and persecution of Jews was acceptable. This led to a general increase in racial persecution.</i></p> <p><i>Racial persecution also increased after 1939 following the Nazis' expansion into Poland. Poland had a large population of Jews and so the Nazis created measures to deal with this increased presence. Five systems of ghettos were created in Poland to house Polish Jews. Gradually the Nazis began to liquidate the ghettos and inhabitants were sent to concentration camps. Therefore, racial persecution increased after 1939 because the Nazis had a greater number of Jews in Nazi-occupied territory and so had to look for more extreme methods of control.</i></p> <p>THRESHOLD VERSIONS</p> <p><i>Racial persecution increased after 1939 due to the brutality of war. Mass killings of Jews at the start of World War Two, and the development of more extreme anti-Jewish wartime propaganda, gave the message to the German people that an increased level of anti-Semitism and persecution of Jews was acceptable.</i></p> <p><i>Racial persecution also increased after 1939 following the Nazis' expansion into Poland. Poland had a large population of Jews and so the Nazis created measures to deal with this increased presence. Ghettos were created and later inhabitants were sent to concentration camps.</i></p> | <p>9–10</p> |

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| <p>Level 4</p> <ul style="list-style-type: none"> • Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. • This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question. | <p>Level 4 answers will typically identify one reason for an increase in racial persecution after 1939 and explain it fully e.g.</p> <p><i>Racial persecution also increased after 1939 following the Nazis' expansion into Poland. Poland had a large population of Jews and so the Nazis created measures to deal with this increased presence. Five systems of ghettos were created in Poland to house Polish Jews – the Krakow ghetto alone housed 16,000 Jews when it was first formed. Gradually the Nazis began to liquidate the ghettos and inhabitants were sent to concentration camps. Therefore, racial persecution increased after 1939 because the Nazis had a greater number of Jews in Nazi-occupied territory and so had to look for more extreme methods of control.</i></p> | <p>7–8</p> |
| <p>Level 3</p> <ul style="list-style-type: none"> • Response demonstrates accurate knowledge and understanding that is relevant to the question. • This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question. | <p>Level 3 answers will typically identify and describe reasons for racial persecution without explaining them e.g.</p> <p><i>Racial persecution increased after 1939 because of the Nazis' expansion into Poland. Poland had a large population of Jews that needed to be dealt with.</i></p> <p><i>Another reason was because after 1940 and especially 1941 the brutality and hardship of war allowed the Nazis to increase levels of persecution: deporting Jews from Germany and confining them to ghettos and concentration camps.</i></p> | <p>5–6</p> |
| <p>Level 2</p> <ul style="list-style-type: none"> • Response demonstrates some knowledge and understanding that is relevant to the question. • This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question. | <p>Level 2 answers will typically contain examples of racial persecution e.g.</p> <p><i>Shooting squads began to kill Jews in large numbers during World War Two. By 1943, 1 million Jews from the Soviet Union had been killed.</i></p> | <p>3–4</p> |
| <p>Level 1</p> <ul style="list-style-type: none"> • Response demonstrates basic knowledge that is relevant to the topic of the question. • There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer. | <p>Level 1 answers will typically contain general points or assertions e.g.</p> <p><i>Measures against the Jews became harsher during World War Two.</i></p> | <p>1–2</p> |

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| <p>Level 0 No response or no response worthy of credit.</p> | | <p>0</p> |
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7. Explain how the Nazis persuaded girls and women to fulfil traditional roles in the 1930s.

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| Assessment Objectives | AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5] AO2: Explain and analyse historical events and periods studied using second order historical concepts. [5] |
| Additional Guidance | The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question. |

| Levels | Indicative content | Marks |
|---|---|--------------|
| Level 5 <ul style="list-style-type: none"> Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question. | <p>Level 5 answers will typically identify two or more ways in which the Nazis persuaded girls and women to fulfil traditional roles and explain them fully e.g.</p> <p><i>The Nazis persuaded women to become wives and mothers by offering incentives for having lots of children. When German couples got married, they received a loan of 1,000 marks under the Law for the Encouragement of Marriage. For every child they had they were allowed to keep 250 marks. A woman who had eight children would be awarded with a 'Gold Cross'. Measures like this allowed German women to feel pride in becoming wives and mothers, and it gave them a clear purpose in the Nazi state. As a result of this the birth rate increased from 15 per 1,000 in 1933 to 20 per 1,000 in 1939.</i></p> <p><i>The Nazis also used the German Maidens' League (BDM) to reinforce the idea that women should fulfil traditional roles. German girls could join the BDM from the age of 14, and in this organisation, they learnt that their role was to be a wife and mother. Girls in the BDM were taught housekeeping skills to prepare them for being wives, and how to stay fit so that they could produce healthy children. In 1936 membership of the BDM became compulsory which meant the Nazis could persuade all young girls in Germany to fulfil traditional roles.</i></p> <p>THRESHOLD ANSWERS</p> <p><i>The Nazis persuaded women to become wives and mothers by offering incentives for having lots of children. A woman who had eight children would be awarded with a 'Gold Cross'. Measures like this allowed German women to feel pride in becoming wives and mothers and as a result the birth rate had increased by 1939.</i></p> | 9–10 |

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|---|---|------------|
| | <i>The Nazis used the German Maidens' League (BDM. Girls in the BDM were taught housekeeping skills to prepare them for being wives. In 1936 membership of the BDM became compulsory which meant the Nazis could persuade all young girls to fulfil traditional roles.</i> | |
| <p>Level 4</p> <ul style="list-style-type: none"> Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question. | <p>Level 4 answers will typically identify one way in which the Nazis persuaded girls and women to fulfil traditional roles and explain it fully e.g.</p> <p><i>The Nazis persuaded women to become wives and mothers by offering incentives for having lots of children. When German couples got married, they received a loan of 1,000 marks under the Law for the Encouragement of Marriage. For every child they had they were allowed to keep 250 marks. A woman who had eight children would be awarded with a 'Gold Cross'. Measures like this allowed German women to feel pride in becoming wives and mothers, and it gave them a clear purpose in the Nazi state. As a result of this the birth rate increased from 15 per 1,000 in 1933 to 20 per 1,000 in 1939.</i></p> | 7–8 |
| <p>Level 3</p> <ul style="list-style-type: none"> Response demonstrates accurate knowledge and understanding that is relevant to the question. This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question. | <p>Level 3 answers will typically identify ways in which the Nazis persuaded girls and women to fulfil traditional roles without explaining them e.g.</p> <p><i>Medals were offered to women who had lots of children.</i></p> <p><i>Financial incentives were offered to couples who got married.</i></p> <p><i>The BDM taught girls how to be good housewives and to stay healthy so that they could produce lots of children.</i></p> <p><i>Nazi propaganda celebrated motherhood.</i></p> | 5–6 |
| <p>Level 2</p> <ul style="list-style-type: none"> Response demonstrates some knowledge and understanding that is relevant to the question. This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question. | <p>Level 2 answers will typically contain description or identification of measures the Nazis took to persuade girls and women to fulfil traditional roles e.g.</p> <p><i>Membership of the BDM became compulsory in 1936.</i></p> <p><i>The Gold Cross was awarded to women.</i></p> <p><i>Nazi propaganda showed women fulfilling traditional roles.</i></p> | 3–4 |

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| <p>Level 1</p> <ul style="list-style-type: none"> • Response demonstrates basic knowledge that is relevant to the topic of the question. • There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer. | <p>Level 1 answers will typically contain general points or assertions e.g.</p> <p><i>The Nazis wanted women to get married.</i></p> <p><i>The Nazis wanted women to have lots of children.</i></p> <p><i>The Nazis told women they should fulfil traditional roles.</i></p> | <p>1–2</p> |
| <p>Level 0</p> <p>No response or no response worthy of credit.</p> | | <p>0</p> |

8. Study Sources A and B. How far do these sources agree? (10)

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| Assessment Objectives | AO3 (a): Analyse sources contemporary to the period. [10] |
| Additional Guidance | <p>Analysis of a single source, no matter how thorough, cannot achieve more than the top mark in Level 2.</p> <p>For Level 3, a reasonable coverage of both sources and a balance between the treatment of sources is expected.</p> <p>No marks must be awarded for demonstration of knowledge and/or understanding in isolation, knowledge and understanding can only be credited where it is clearly and intrinsically linked to analysis of the source.</p> <p>The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.</p> <p>The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.</p> |

| Levels | Indicative content | Marks |
|--|---|-------------|
| Level 3 <ul style="list-style-type: none"> Response analyses both the sources by using relevant detail from the source content, provenance and historical context to construct a thorough and convincing argument in answer to the question about the sources. | <p>Level 3 answers will typically explain how the sources are similar in purpose but different in approach to achieving this purpose e.g.</p> <p><i>These sources are similar because they have the same purpose, to destroy communism. In Source A, Himmler is announcing the opening of Dachau and he says that communists would be placed there. Roughly 1.3 million Germans spent time in a concentration camp between 1933 and 1939 because the Nazis wanted to remove communism from Germany. Source B echoes this treatment of communists as it says the state will destroy the external threat communists present.-</i></p> <p><i>However, they do not agree fully as they show different ways of achieving this purpose. Source A shows Himmler taking state-sponsored action against communists by imprisoning them in camps like Dachau. Source B does say that the state will deal with the external threat of communism, but Göring goes further than this and encourages Nazi supporters to launch personal attacks communism. This is different to how Source A says communism will be destroyed.</i></p> <p>NB Towards the bottom of the level, answers will typically argue similarity and difference based on the attitude or message of each source. Contextual knowledge is used to support their argument.</p> | 7–10 |
| Level 2 <ul style="list-style-type: none"> Response analyses both the sources by using relevant detail from the source content and provenance or historical context to | <p>Level 2 answers will typically argue similarity and difference using matching or contrasting details from the sources or provenance e.g.</p> <p><i>These sources agree to an extent as they are both about how communists were targeted and treated in Nazi Germany. In Source A, Himmler is announcing the opening of Dachau, and he says that communists would be placed there. Source B echoes this treatment of communists as it</i></p> | 3–6 |

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| <p>construct an argument to answer the question about the sources.</p> | <p><i>says the state will deal with the external threat they present – one way in which they did this was to imprison them in the camps.</i></p> <p>OR</p> <p><i>The sources are different because one is from a press release but the other is from a speech to Nazi supporters. Therefore, the sources have different audiences because the people listening to the speech (Source B) would have already supported Nazi policies but the audience of Source A may not have done.</i></p> <p><i>[Alternatively candidates may also focus on the different approaches or targets of the sources].</i></p> <p>NB Towards the bottom of the level, answers will typically argue similarity or difference based on general comments about provenance or generalised summary of source.</p> | |
| <p>Level 1</p> <ul style="list-style-type: none"> • Response analyses the sources in a basic way by selecting detail from the source content or provenance and using this to give a simple answer to the question about the source(s). | <p>Level 1 answers will typically assert similarity or difference in general terms with limited or no support from sources e.g.</p> <p><i>Source A tells us communists were put in concentration camps but B doesn't say that.</i></p> <p>NB In this level, answers may focus almost entirely on one of the two sources.</p> | 1-2 |
| <p>Level 0 No response or no response worthy of credit.</p> | | 0 |

9*. 'The Weimar Republic collapsed in 1933 because the government was unable to deal with the economic crisis of 1929-33.' How far do you agree with this statement? (18)

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| Assessment Objectives | AO2: Explain and analyse historical events and periods studied using second-order historical concepts. [10] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [8] |
| Additional Guidance | The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. Answers at Level 4 require one point on each side of the argument and one element of support. Answers with more valid support than this should be awarded L5 The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question. |

| Levels | Indicative content | Marks |
|--|---|---------------------|
| <p>Level 5</p> <ul style="list-style-type: none"> The response has a full explanation and thorough analysis of historical events/periods, which uses relevant second order historical concepts, and is developed to reach a convincing, substantiated conclusion in response to the question. This is supported by a range of detailed and accurate knowledge and understanding that is fully relevant to the question. <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i> | <p>Level 5 answers will typically construct a balanced and well-supported argument which uses a range of supporting evidence to support the argument being made, e.g.</p> <p><i>The economic crisis of 1929 dented people's confidence in the Weimar Republic, but it was the Nazi party's manipulation of the situation that ultimately led to the downfall of the Weimar Republic.</i></p> <p><i>Germany's economy had partly stabilised in the mid-1920s, but the Wall St Crash led to the US recalling loans from Germany. As a result, it was estimated that Germany felt the effects of the Depression more than any other country in Europe. Unemployment in Germany began to rocket and many people argued that the Weimar politicians did little to deal with the economic crisis. There was a quick succession of governments, but they made few successful attempts to ease the economic crisis. Therefore, people began to look to political parties that presented a solution.</i></p> <p><i>It was the Nazis' response to the economic crisis that eventually led to them taking control. Goebbels' propaganda machine specifically targeted the weaknesses of the Weimar government, and popular slogans seemed to offer people hope. The Nazis' simple message of 'work and bread' resounded with many Germans. As unemployment increased, people began to vote for the Nazis as they wanted a solution. Therefore, the Weimar Republic collapsed because of how the Nazis were able to exploit the economic situation.</i></p> <p>NB: 18 marks = As below plus a clinching argument 16-17 marks = 4 explained examples (3-1 or 2-2) 15 marks = 3 explained examples (2-1)</p> | <p>15–18</p> |

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| <p>Level 4</p> <ul style="list-style-type: none"> The response has a full explanation and analysis of the historical events/periods, which uses relevant second order historical concepts, and is used to develop a fully supported answer to the question. This is supported by a range of accurate knowledge and understanding that is fully relevant to the question. <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i> | <p>Level 4 answers will typically construct a balanced or one-sided argument with support from at least two valid examples e.g.</p> <p><i>The Wall St Crash led to the US recalling loans to Germany, and this hit the German economy hard. Unemployment in Germany began to rocket and many people argued that the Weimar politicians did little to deal with the economic crisis. Therefore, people began to look to political parties that presented a solution.</i></p> <p><i>However, it was also the Nazis’ response to the economic crisis that led to them taking control. The Nazis spread messages about the weaknesses of the Weimar government, and promised people jobs. People began to vote for the Nazis as they wanted a solution. Therefore, the Weimar Republic collapsed because of how the Nazis were able to exploit the economic situation.</i></p> <p>NB: 14 marks- reserve for clinching argument. Standard mark is 12 marks unless one of examples is developed well.</p> | <p>11–14</p> |
| <p>Level 3</p> <ul style="list-style-type: none"> The response has an analysis and explanation of the historical events/period, which uses relevant second order historical concepts, and is used to give a supported answer to the question. This is supported by accurate knowledge and understanding that is relevant to the question. <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i> | <p>Level 3 answers will typically construct a one-sided argument with support from one valid example explained e.g.</p> <p><i>I agree with the statement - the Weimar Republic’s failure to deal with the economy crisis led to their collapse. The Wall St Crash led to the US recalling loans from Germany. As a result, it was estimated that Germany felt the effects of the Depression more than any other country in Europe. Unemployment in Germany began to rocket and many people argued that the Weimar politicians did little to deal with the economic crisis. There was a quick succession of governments, but they made few successful attempts to ease the economic crisis. Therefore, people began to look to political parties that presented a solution.</i></p> | <p>7–10</p> |
| <p>Level 2</p> <ul style="list-style-type: none"> The response has an explanation about the historical events/period, which uses relevant second order historical concepts, and gives an answer to the question set. This is supported by some knowledge and understanding that is relevant to the question. <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i> | <p>Level 2 answers will typically identify and / or describe the German people’s experience of World War Two but will stop short of linking this to how it affected them e.g.</p> <p><i>Weimar politicians didn’t respond to the economic crisis. They were seen to be weak.</i></p> <p>OR</p> <p><i>Other political parties said they would fix the country’s problems. They gave people hope.</i></p> | <p>4–6</p> |

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| <p>Level 1</p> <ul style="list-style-type: none"> The response has a basic explanation about the historical events/period in the question, though the specific question may be answered only partially or the answer may be in the form of assertion that is not supported by the preceding explanation. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer. There is basic knowledge that is relevant to the topic of the question. <i>The information is communicated in a basic/unstructured way.</i> | <p>Level 1 answers will typically make general, unspecific assertions e.g.</p> <p><i>The Nazis offered people jobs.</i></p> <p><i>Weimar politicians didn't respond to the economic crisis.</i></p> <p><i>Unemployment got worse in Germany.</i></p> | <p>1–3</p> |
| <p>Level 0 No response or no response worthy of credit.</p> | | <p>0</p> |

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