Mark Schemes – Weimar and Nazi Germany 1919-1939

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| Question 1: Give two things you can infer from Source A about Hitler’ leadership of the Nazi Party  Target: Source Analysis (Making Inferences) – 4 marks |
| Marking Instructions |
| Award 1 mark for each valid inference up to two inferences. The second mark for each example should be awarded for supporting detail selected from the source.  Example   * Hitler was not interested in details; most important to him was control (1). Hitler said, ‘Power first! Afterwards we can act as events occur.’ (1) * Hitler was impatient with people in the Party who opposed him (1). Strasser said: ‘…who even then could hardly bear contradiction?’ (1) * Hitler was a short-tempered and dictatorial leader (1). Hitler thumped the table saying: ‘Power first!’ (1) |

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| Question 2: Explain why there was opposition in Germany to the Treaty of Versailles (1919).  You may use the following in your answer:   * military terms * territorial terms   You must also use information of your own | | |
| Level | Mark | What do I need to include? |
| 1 | 1-3 | * Simple or generalised answer, which lacks explanation or structure * Simple knowledge and description of the topic or event |
| 2 | 4-6  Mark | * Identify two key reasons which link to the focus of the question * Simple knowledge and understanding of what happened/what the event was is demonstrated * Limited explanation of the event or issue is given * Explanation does not link back to the focus of the question * Some structure and organisation is shown (Point, Evidence, Explanation) * Line or argument is not shown |
| 3 | 7-9  Mark | * Identify three key reasons (one of your own) which link to the focus of the question * Good knowledge and understanding of what happened/what the event was is demonstrated in the answer * Good explanation of the event or issue is given * Explanations regularly link back to the focus of the question * Answer is generally well structured and organised (Point, Evidence, Explanation, Link) * A clear line of argument is demonstrated, although some paragraphs may lack structure |
| 4 | 10-12  Mark | * Identify three key reasons which link to the focus of the question * Excellent knowledge and understanding of what happened/what the event was is demonstrated * Extended explanation of the event or issue is given * Explanations consistently links back to the focus of the question * Answer is consistently well structured and organised * A clear line of argument is demonstrated throughout the answer |
| Teacher’s EBI: | | |
| Pupil’s Comment: | | |

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| Question 3 a) How useful are Sources B and C for an enquiry into the attitudes of young people towards the Hitler Youth movement?  Explain your answer, using Sources B and C and your knowledge of the historical context | | |
| Level | Mark | What do I need to include? |
| 1 | 1-2  Mark | * Simple understanding of the sources is shown by the paraphrasing some of the content of the two sources * Simple judgement is supported by simple explanation of the content of the sources * Simple judgement is supported by simple explanation of the provenance (nature, origin and purpose) of the sources * Limited knowledge of the context of the source is demonstrated * Knowledge is not linked to the evaluation of the sources’ usefulness |
| 2 | 3-5  Mark | * Good understanding of the source material is shown by the selection and use of quotes or points to support comments on the usefulness of the source * Judgement is supported by explanations on how the content of the sources affects their usefulness * Judgement is supported by explanations on how the provenance of the sources affects their usefulness * Good knowledge of the context of the source is demonstrated * Knowledge is used to support comments on the sources’ usefulness |
| 3 | 6-8  Mark | * Extended understanding of the source material is shown by the selection of specific and relevant quotes or points to support comments on the usefulness of the source * Judgement is supported by extended explanations on how the content of the sources affects their usefulness to the specific enquiry * Judgement is supported by extended explanations on how the provenance (nature, origin, purpose) of the sources affects their usefulness * Extended knowledge of the context of the source is shown * Knowledge is used to interpret the sources and support comments on the sources’ usefulness |
| Teacher’s EBI: | | |
| Pupil’s Comment: | | |

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| Question 3 b) Study Interpretations 1 and 2. They give different views about the attitudes of young people towards the Hitler Youth movement.  What is the main difference between the views?  Explain your answer, using details from both interpretations. | | |
| Level | Mark | What do I need to include? |
| 1 | 1-2  Mark | * Limited analysis of the interpretations is demonstrated by paraphrasing some content from the interpretation * General differences are given, or a difference of view is stated without direct support (quotation) from the interpretation. |
| 2 | 3-4  Mark | * Good analysis of the interpretation is shown by identifying a key difference between the sources * Key difference is directly supported by the use of a quotation from the interpretation |
| Teacher’s EBI: | | |
| Pupil’s Comment: | | |

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| Question 3 c) Suggest one reason why Interpretations 1 and 2 give different views about attitudes of young people towards the Hitler Youth.  You may use Sources B and C to help explain your answer | | |
| Level | Mark | What do I need to include? |
| 1 | 1-2  Mark | * Simple explanation is given with only limited analysis of the sources * Explanation is supported by simple comments, details from the sources (quotes or paraphrasing) or use of own knowledge * Weak links are shown between the sources, own knowledge and the explanation |
| 2 | 3-4  Mark | * Extended explanation is given which demonstrates a developed analysis of the two sources * Explanation is supported by extended comments, specific details from the source and use of own extended knowledge * Strong links are shown between the sources, their own knowledge and the explanation |
| Teacher’s EBI: | | |
| Pupil’s Comment: | | |

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| Question 3 d) How far do you agree with Interpretation 2 about the attitudes of young people towards the Hitler Youth movement?  Explain your answer, using both interpretations and your knowledge of the historical context | | |
| Level | Mark | What do I need to include? |
| 1 | 1-4  Mark | * Simple valid description which agrees with or disagrees with the   interpretation.   * Analysis of only one interpretation is shown by including some detail (simple paraphrasing or direct quotation) from the interpretation * Simple knowledge of the topic is shown * Overall judgement is given with no explanation * Spelling and Grammar – Errors in spelling, punctuation. Grammar is poor (0 marks) |
| 2 | 5-8  Mark | * Answer includes an evaluation which agrees or disagrees with the interpretation * Some analysis is shown by selecting and including details (quotations or paraphrases) from one interpretation to support these comments * Own knowledge is included and is linked to the evaluative comments * Overall judgement is given but is not fully justified (explained) * Spelling and Grammar – Spelling and punctuation are reasonably accurate with a few errors (1 mark) |
| 3 | 9-12  Mark | * Answer includes explained evaluative comments which agree or disagree with the interpretation * Good analysis of the both interpretations is shown by highlighting different points of view and using this to support the evaluative comments * Good specific knowledge is used to directly support the evaluation of the interpretation * Overall judgement is given with some explanation * Line of argument is clear throughout the answer * Spelling and Grammar – Spelling and punctuation are regularly accurate with only a few minor errors (2-3 marks) |
| 4 | 13-16  Mark | * Answer includes an explained evaluation which analyses both points of view before agreeing or disagreeing with the interpretation * Specific analysis of both interpretations is shown by highlighting specific differences between the interpretations which is used to support the evaluation. * Understanding of why the interpretations differ is shown * Extended knowledge is used to support the evaluation. * Overall judgment is give and well justified (explained) * Line of argument is clear and well-structured throughout the whole answer * Spelling and Grammar – Spelling and punctuation are consistently accurate with only a couple of minor errors (4 marks) |
| Teacher’s EBI: | | |
| Pupil’s Comment: | | |