

Cambridge Secondary 2

Example Candidate Responses

Cambridge IGCSE®

History 0977

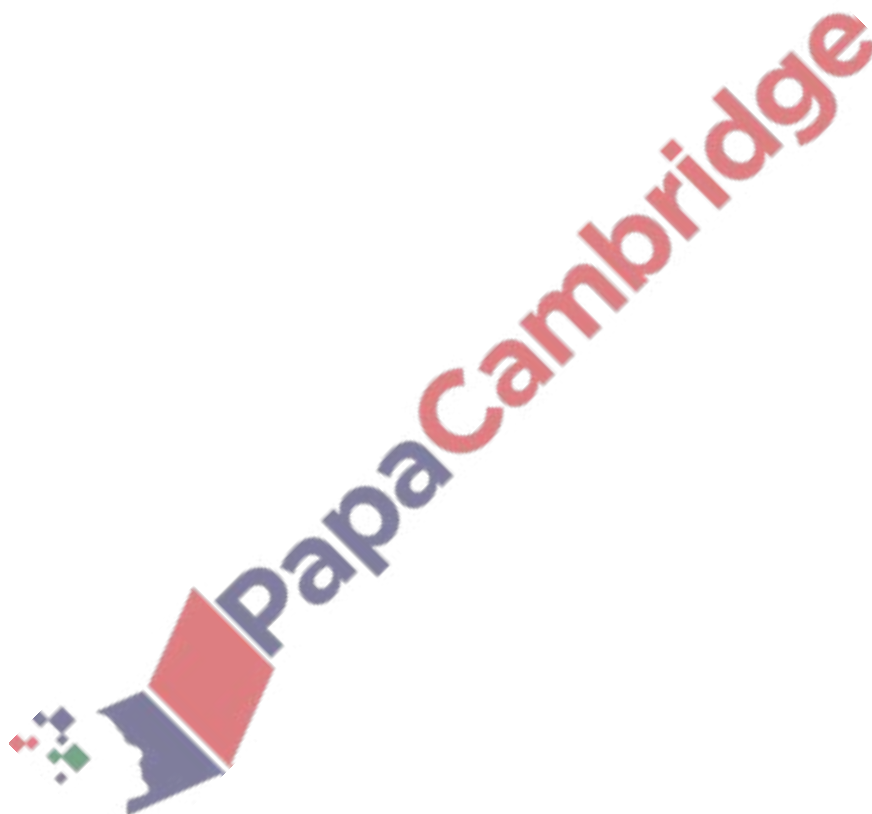
Paper 1



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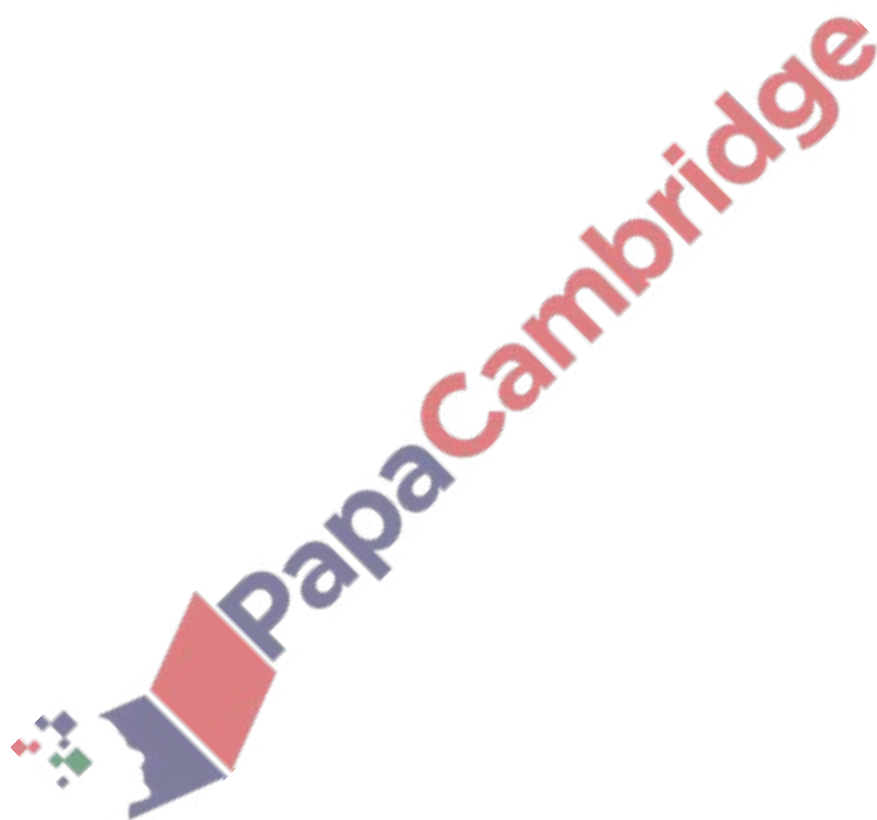
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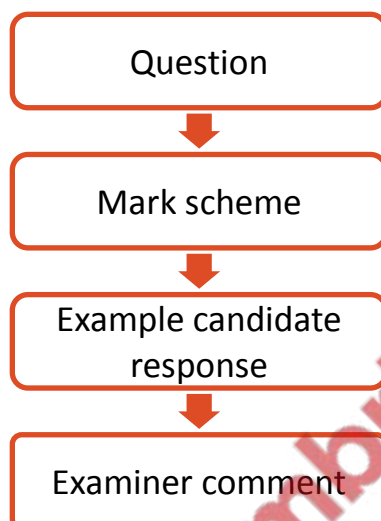
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Introduction

The main aim of this booklet is to show the standards for those teaching Cambridge IGCSE History (0977), and how different levels of candidates' performance (high, middle and low) relate to the subject's curriculum and assessment objectives.

In this booklet candidate responses have been chosen to exemplify a range of answers. Each response is accompanied by a brief commentary explaining the strengths and weaknesses of the answers. . For ease of reference the following format for each component has been adopted:



Each question is followed by an extract of the mark scheme used by examiners. This is then followed by examples of marked candidate responses, each with an examiner comment on performance. Comments are given to indicate where and why marks were awarded, and how additional marks could have been obtained. In this way, it is possible to understand what candidates have done to gain their marks and what they still have to do to improve their marks.

This document illustrates the standard of candidate work for those parts of the assessment which help teachers assess what is required to achieve marks beyond what should be clear from the mark scheme. Some question types where the answer is clear from the mark scheme, such as short answers and multiple choice, have therefore been omitted.

How to use this booklet

Question 3

3. (a) What was the Freedmen's Bureau?

Real exam paper question

You can use these to create homework or create mock exams for your learners.

Mark scheme

3 (a) What was the Freedmen's Bureau?

Level 0: No evidence submitted or response does not address the question

Level 1: General answer

e.g. "This was an organisation set up to help people improve their lives."

Level 2: Describes events

e.g. "The Freedmen's Bureau was established by Congress in March 1865 to provide help to newly released southern black slaves. It gave out medical supplies to African Americans but also to white southerners affected by the civil war. Freedmen Bureau schools were constructed and 250 000 African American children. However, the Bureau was dismantled in 1870 due to pressure from some members of Congress who opposed it."

Mark scheme shows you the basis on which examiners award marks. It helps you understand the levels required and gives you break down of marks and possible example of answers given.

Use them as part of mock exams to ensure your marking is up to Cambridge standards!

Example candidate response – high

3	a	In the 1800s, the Freedmen's Bureau was formed. Its goals were to help and minister with education, daily life. They provided people with an education with one.
		provided former slaves with free clothes, food, and blankets.
		The Bureau was organized to help these African Americans and other minorities in need of help.

Answers by real candidates in exam conditions. These show you the types of answers for each level.

Discuss and analyse the answers with your learners in the classroom to improve their skills.

Examiner comment – high

3 (a) The candidate shows a good understanding of the work of the Freedmen's Bureau, formed after the end of the Civil War. They are able to describe how the Bureau provided economic help and that it was targeted at former slaves. To gain full marks the candidate should have included more specific information about the work of the Bureau or the length of time it operated.

Mark awarded = 4 out of 5

Examiner comment indicates the overall quality of response (high, middle, low) and explains the strength and weaknesses of each answer. This helps you to interpret the standard of Cambridge exams and helps your learners to refine exam technique.

Assessment at a glance

All candidates take three components. All candidates take Paper 1 and Paper 2, and choose either Component 3 or Paper 4.

All candidates take:		and:	
Paper 1	2 hours	Paper 2	2 hours
Written paper	40%	Written paper	33%
60 marks		50 marks	
Candidates answer two questions from Section A (Core Content) and one question from Section B (Depth Study)		Candidates answer six questions on one prescribed topic taken from the Core Content. There is a range of source material relating to each topic. The prescribed topic changes in each examination session – see Section 4 of the syllabus	
All questions are in the form of structured essays, split into three parts: (a), (b) and (c)		Externally marked	
Externally marked		Externally marked	
All candidates take either:		or:	
Component 3		Paper 4	1 hour
Coursework	27%	Written paper – Alternative to	27%
40 marks		Coursework	
Candidates produce one piece of extended writing based on a Depth Study from the syllabus or a Depth Study devised by the Centre		Candidates answer one question on a Depth Study.	
Internally assessed/externally moderated		Externally marked	

Paper 1

Question 5

- 5 After the First World War, the victorious powers found it hard to reach agreement about the peace settlements.
- (a) In what ways did the Treaty of Versailles restrict German armed forces? [4]
- (b) Why was Wilson unsuccessful in achieving his goal of self-determination for the peoples of Europe? [6]
- (c) 'The Treaty of Versailles was too harsh.' How far do you agree with this statement? Explain your answer. [10]

Mark scheme

- 5 (a) In what ways did the Treaty of Versailles restrict German armed forces?

Level 1

[1–4]

One mark for each relevant point; additional mark for supporting detail

e.g. 'The army was limited to 100 000 men.'

'Conscription was banned / Soldiers had to be volunteers.'

'Germany was not allowed armoured vehicles or tanks.'

'Germany was not allowed heavy artillery.'

'Germany was not allowed submarines.'

'Germany was not allowed (military) aircraft.'

'The navy could build only 6 battleships.'

'The navy could only have 12 destroyers, 6 light cruisers and 12 torpedo boats.' (36 boats)

'The navy was limited to 15 000 men.'

'The Rhineland became a de-militarised zone.'

Level 0 No evidence submitted or response does not address the question

[0]

(b) Why was Wilson unsuccessful in achieving his goal of self-determination for the peoples of Europe?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'Wilson's views were threatening to the British and French governments as both ruled millions of people in their Empires.'

'It was impractical. It would be very difficult to give the peoples of eastern Europe the chance to rule themselves because they were scattered across many countries. Some people were bound to end up being ruled by other nationalities with different customs.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'Lloyd George and Clemenceau did not agree with Wilson.'

'Countries had to be meaningful units.'

'Independent states needed to be defensible.'

'If fully applied, there would have been a patchwork of states.'

'A German-Austrian liaison was not acceptable to all parties.'

'He was making proposals about an area he knew little about.'

'His ideas were too idealistic.'

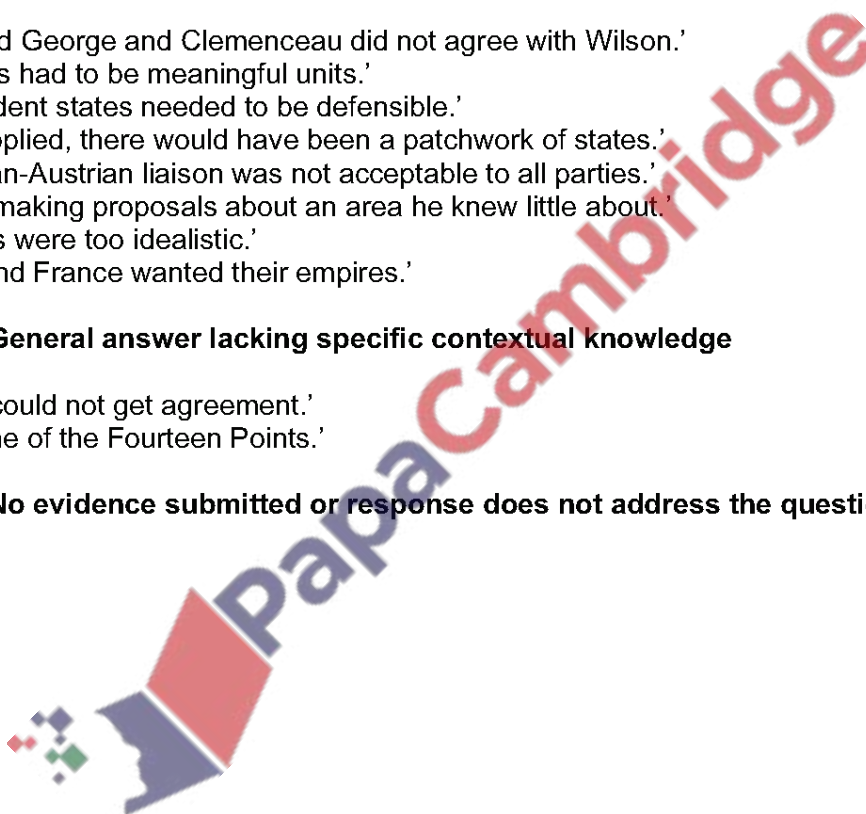
'Britain and France wanted their empires.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'He could not get agreement.'

'It was one of the Fourteen Points.'

Level 0 No evidence submitted or response does not address the question [0]



Mark scheme, continued

- (c) 'The Treaty of Versailles was too harsh.' How far do you agree with this statement?
Explain your answer.

Level 5 Explains with evaluation of 'how far' [10]

As Level 4 plus evaluation.

Level 4 Explanation of both sides [7–9]

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.

Fuller explanation of one issue to be given two marks.

An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

**Level 3 One sided explanation OR
Explanation of both sides 5–6 marks** [4–6]

More detailed explanation of one issue to be given two marks.

e.g. 'The Treaty of Brest-Litovsk was a severe and crippling peace treaty imposed on Russia by Germany. It was much harsher than the Treaty of Versailles. It was likely that the Germans would have inflicted a similar severe treaty on the French and British if Germany had won the war.'

OR

e.g. 'Germany felt the drastic reductions in the armed forces left the country vulnerable to future attacks. The army was a symbol of German pride. Its loss upset the Germans.'

Level 2 Identifies AND/OR describes [2–3]

(One mark for each point)

e.g. 'It was reasonable as it was not as harsh as the German treaty imposed on Russia.'

'It was fair as it did not weaken the German economy that much.'

'It was too harsh on the ordinary German people.'

'It left Germany vulnerable to attack.'

'It was harsh as it was forced on Germany through a diktat.'

'The war guilt clause was unfair.'

'It was not too harsh. Germany's economic problems were self-inflicted.'

'The high reparations were harsh.'

'Taking away industrial ideas was unfair.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was harsher than it might have been.'

Level 0 No evidence submitted or response does not address the question [0]

Example candidate response – high

5 a

Germany was allowed only 100,000 men. Conscription was not allowed. The German Navy was allowed only 6 battleships and no submarines. The military was allowed no aircraft. The Rhineland was to be a demilitarized zone.

Examiner comment – high

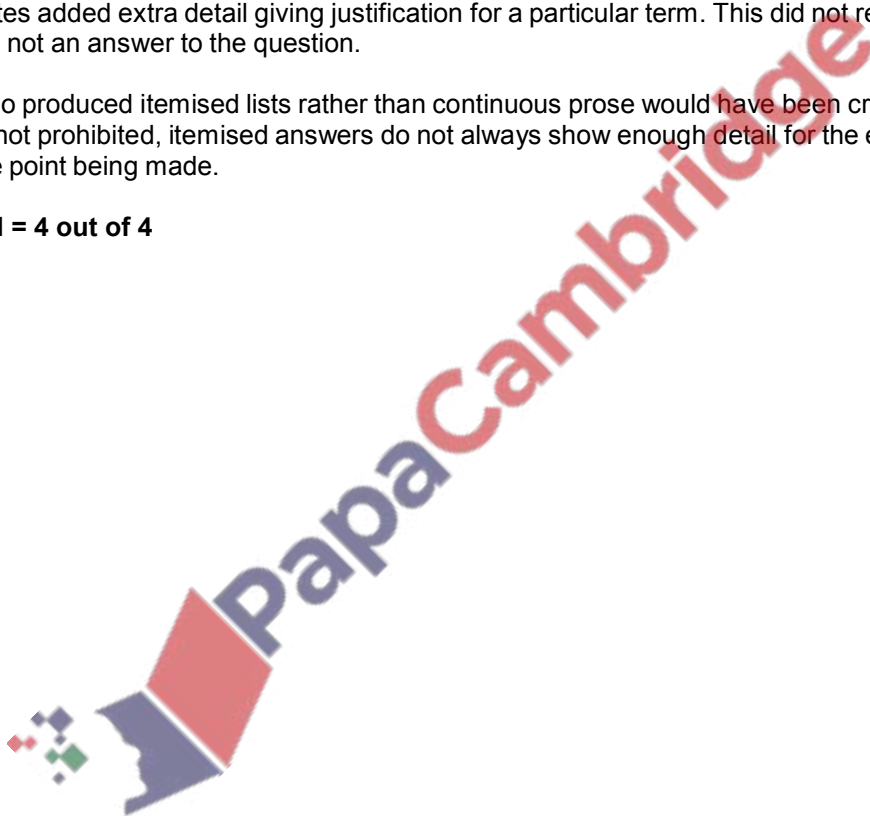
(a) This question requires the recall of specific knowledge relating to the terms of the Treaty of Versailles. Each specific term was rewarded with one mark, up to the maximum of four.

This answer clearly and precisely identifies six correct terms. Any correct term is a valid answer. There is no order of importance. The answer is particularly specific in relation to the German navy and avoids the ambiguity of 'the German navy was limited to six battleships/warships'. It is not always made clear that the German navy was allowed up to 36 ships, of which six could be battleships.

Some candidates added extra detail giving justification for a particular term. This did not receive additional credit as it was not an answer to the question.

Candidates who produced itemised lists rather than continuous prose would have been credited. However, while listing is not prohibited, itemised answers do not always show enough detail for the examiner to understand the point being made.

Mark awarded = 4 out of 4



Example candidate response – high

5 b) Wilson negotiated the peace settlement with D Britain and France who both had empires so self-determination was directly against their a interests as it would mean losing control of their colonies. They also had interests in increasing the size of their empires. Wilson also faced the problem that Eastern Europe particularly contained a huge ethnic mix and there were no definite borders between the groups of people so it was inevitable that many people would be led by people from a different group. Wilson did not fully understand this and the Treaty created a number of new countries such as Poland which were very unstable because of the ettl mix.

Also the other leaders, especially wanted to see Germany punished Clemenceau wanted Germany to be punished so wo wanted to take away some of their pla land. As a result Germany lost 10% of its land and 12.5% of its population. Therfore German people ended up being ruled by non-Germans in the countries surrounding P Germany such as Czechoslovakia. Wilson's lack of understanding of Europe also led to the failure of self-determination because he did not appreciate the mix of ethnic and cultural groups and neither did Lloyd George or Clemenceau so it was inevitable that they made mistakes.



Examiner comment – high

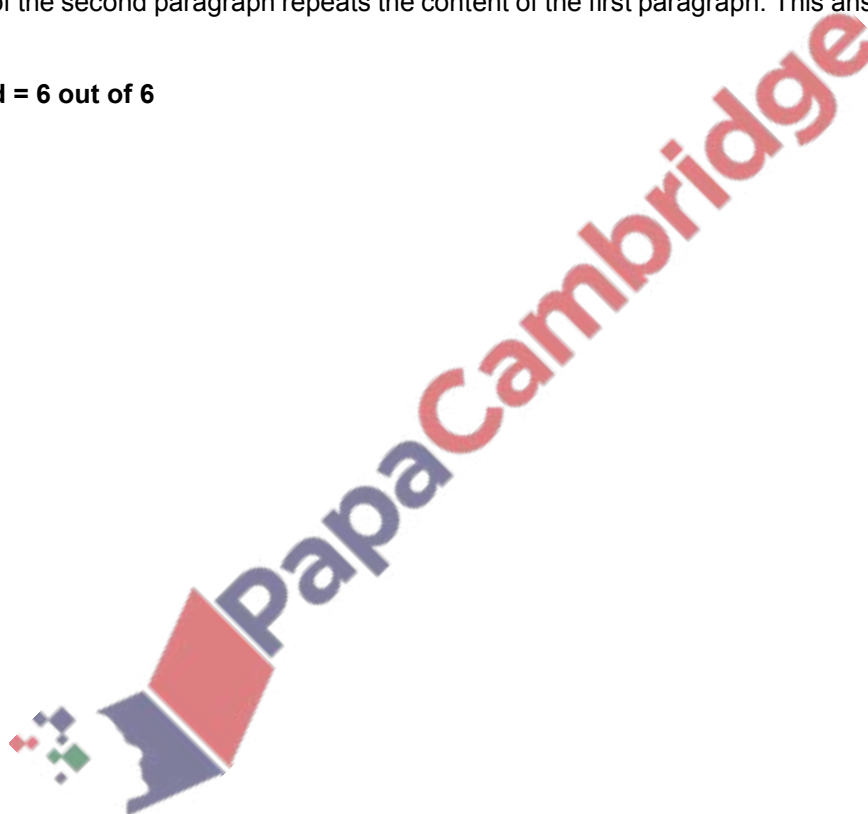
(b) This is a question on causation requiring the candidate to put forward reasons for something. To reach the higher levels, candidates are expected to develop explanations rather than simply give descriptions or identify reasons. Two reasons that are explained are rewarded with the top mark.

This answer has a clear focus on the question. The first paragraph shows awareness of the difficulties faced by Wilson in negotiations with Lloyd George and Clemenceau, who because of their imperialistic views, were directly opposed to Wilson with regard to self-determination. The second half of the paragraph shows good understanding of the existence of mixed ethnicity and Wilson's lack of understanding but does not give an explanation for this. The sentence about Poland is historically incorrect; in 1918, Poland regained its independent state.

The first part of the final paragraph does give a second explained reason. Here the candidate shows an awareness of France trying to punish Germany and some of the implications of this. The insistence on harsh punishment was not something Wilson could overcome. The example of Czechoslovakia is valid as the question does not name a specific treaty. It gained recognition of its independence under the Treaties of Saint Germain and Trianon. It was not formerly German territory, an error made by many candidates.

The final part of the second paragraph repeats the content of the first paragraph. This answer was awarded Level 3.

Mark awarded = 6 out of 6



Example candidate response – high

5 c) 'The Treaty of Versailles was too harsh'

On the one hand, it could be argued that the treaty was too harsh or due to the size of Reparations given to Germany. Reparation of \$6.6 billion were to be paid by Germany, and the country were already in economic difficulty after the First World War. Unlike Britain and France, Germany had not raised taxes during the War in order to pay off their war debt, ~~aa~~ ~~inste~~ instead they planned to pay it off with the reparations ~~money~~ from the defeated states. This meant that Germany was already in huge debt, and the huge sum of reparation meant that they were almost definitely going to enter into a depression, as the reparations imposed were just far too much.

Another reason the Treaty of Versailles can be seen as too harsh because of the 'War Guilt Clause'. Article 231 of the Treaty stated that Germany must take full responsibility for the start of the war. This was unfair as Germany were not the only ~~states~~ countries that started war, Serbia and other countries contributed also. This ~~was~~ clause hurt Germany's pride more than anything and they felt that they were being scapegoated, when they weren't the only country involved.

Finally the treaty was also seen as too harsh as Germany in ~~back~~ the 14 points it stated all countries must disarm, however, Germany were the only ones who were forced to. The Germans felt this was hypocritical as no one else had been made to disarm to such an extent, and that therefore the Treaty was unfair and too harsh.

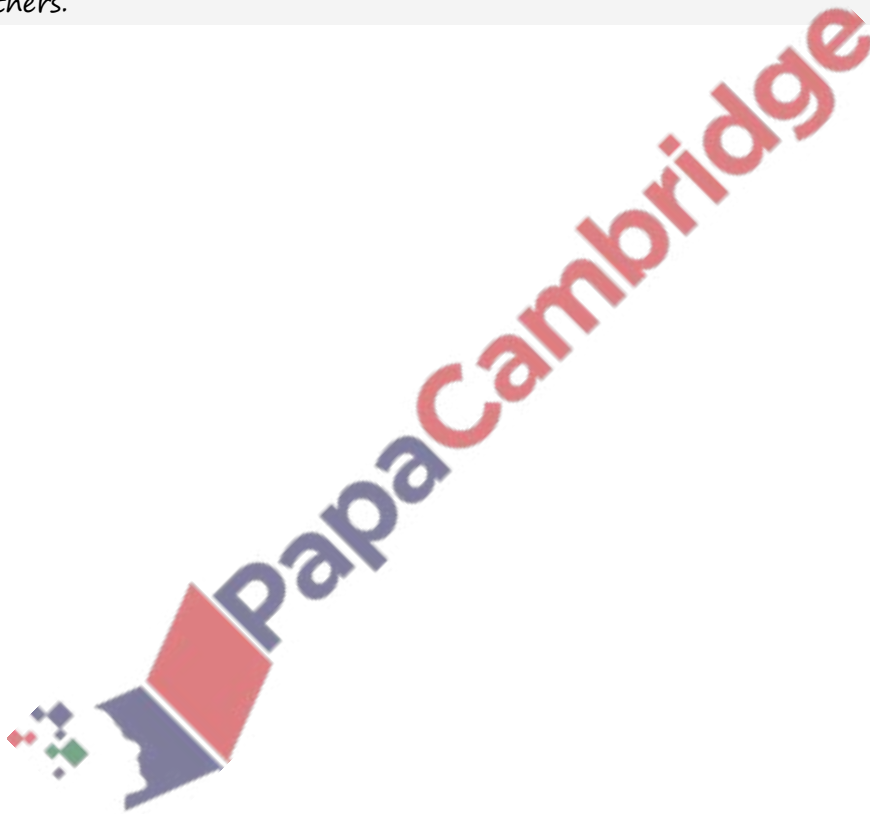
On the other hand, the Treaty of Versailles can be seen as fair because of the way Germany treated Russia in the ~~Th~~ Treaty of Brest-Litovsk in 1918. Russia lost 34% of its land and most of its valuable steel ~~and~~ coal industry. The harshness of this treaty made the Treaty of Versailles seem very lenient in comparison, and the allies argued that Germany had no right to complain, as they too had imposed such a harsh treaty on another country.

Another reason the treaty could be seen as not too harsh is because of how few of these reparations Germany actually paid. Germany received more loans from the USA than they had to pay in reparation and the large figure was reduced in the Young Plan of 1929. This meant that Germany was perfectly able to pay off the reparations in the end, and the Dawes Plan of 1924 was made just to help with ~~Gmen~~ Germany's economy, meaning the

Example candidate response – high, continued

Finally a reason that the Treaty of Versailles can be seen as not too harsh is because ~~many~~ ^{as} one of the territories lost didn't actually belong to Germany. Alsace-Lorraine, an industrial region was given to France in the TOV, it had rich iron and steel and Germany resented its being taken away. However Alsace-Lorraine had originally belonged to France, and France were just being returned what was rightfully theirs. Therefore Germany had no right to complain about the loss of Alsace-Lorraine and this section of the Treaty was not too harsh.

In conclusion, I disagree with the statement that the Treaty of Versailles was too harsh, because I believe that the result of the Young Plan meant that Germany were not in too much financial difficulty. The ~~E~~ harshness of the Treaty of Brest Litovsk also meant that Germany had no right to complain ~~of the~~ about the punishment they received, as they had inflicted greater on others.



Examiner comment – high

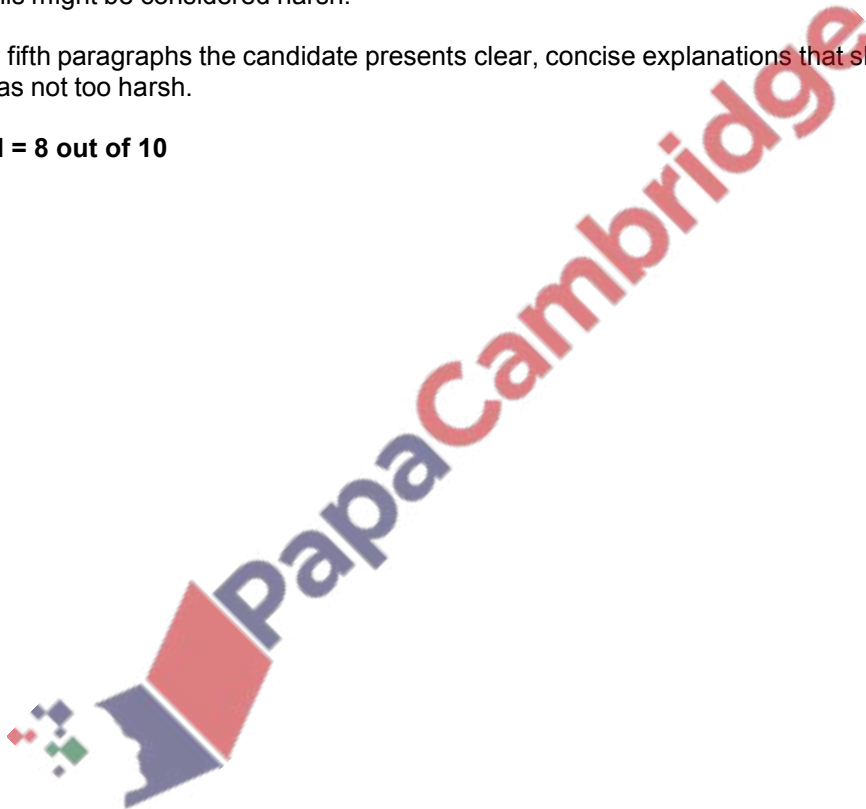
(c) Here, the candidate presents a well-organised, balanced answer explaining arguments both for and against the question's hypothesis.

The size of reparations is a valid issue in relation to this question. The level at which reparations were eventually set was considered by many, especially the German people, to be extremely harsh. It is true that the German leaders planned to recoup the cost of war when they were victorious and so the high cost of reparations was added to an already enormous debt. Consideration of the concept of these being 'too harsh' is more implicit than explicit in this answer and would have benefited from clearer explanation. The candidate could have developed the explanation by identifying that the Treaty took profitable industrial areas, such as the Saar, making it almost impossible for the country to make the repayments.

The second paragraph highlights blame as another aspect of 'too harsh'. Here the candidate mentions one other country that held some responsibility, although the detail might have been greater. If dealing with the 'blame' issue it is important to identify a country or countries and say why they could have been partially blamed. The answer goes on to mention German pride and the sense that Germany was 'being scapegoated'. For all these elements the answer was awarded one mark for a weak explanation. The final point made in this paragraph relates to the level of disarmament forced on Germany and the candidate explains why this might be considered harsh.

In the third and fifth paragraphs the candidate presents clear, concise explanations that show how the Treaty of Versailles was not too harsh.

Mark awarded = 8 out of 10



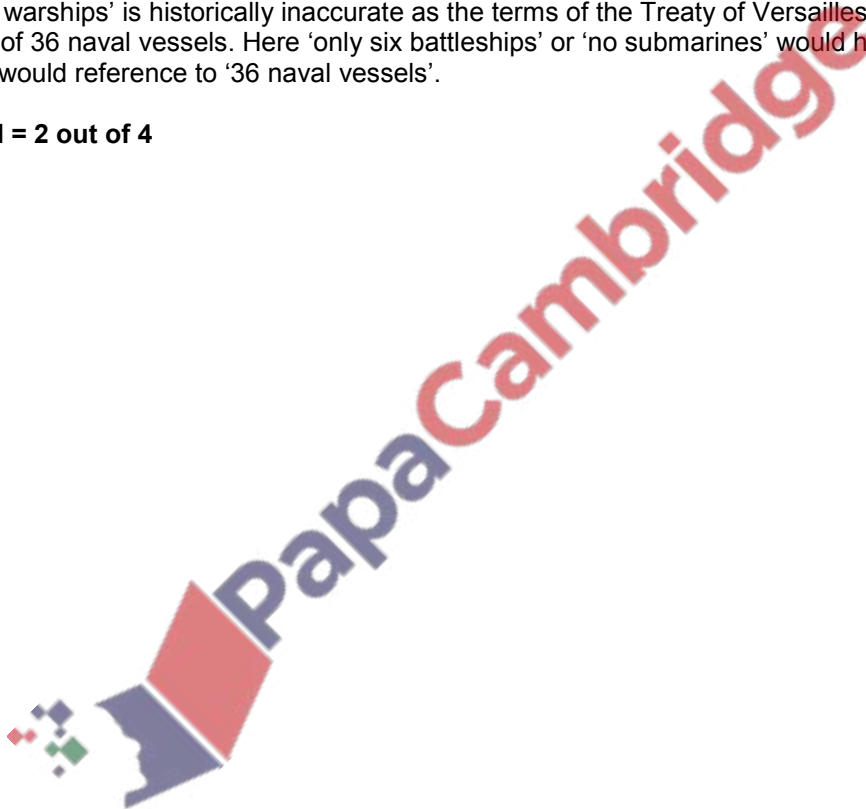
Examiner candidate response – middle

5 A The Treaty of Versailles restricted German armed forces by forbidding conscription in Germany. The treaty also stated that the German army was not allowed to have any military vehicles. The number of soldiers it was permitted was 100,000 which was very small for the armies of the time. Finally Germany was restricted to only 6 warships in its navy

Examiner comment – middle

(a) The answer starts with a valid, specific term of 'forbidding conscription'. This is one of a number of the specific terms of the Treaty of Versailles aimed at restricting the German armed forces. Part way through the answer the candidate gives another specific term in relation to the size of the army, followed by the comment 'it was very small for the armies of the time'. The question asks for specific terms and so this extra piece of vague information is not necessary. In two areas the answer is less specific on the detail required. The candidate indicates awareness that the Treaty dealt with 'military vehicles' and with the navy. In order to earn the marks, the answer needed to be more specific. For example, in relation to military vehicles, 'they were not allowed tanks' or 'they were banned from having heavy artillery' would have been acceptable. The reference to '6 warships' is historically inaccurate as the terms of the Treaty of Versailles allowed Germany to have a total of 36 naval vessels. Here 'only six battleships' or 'no submarines' would have been acceptable as would reference to '36 naval vessels'.

Mark awarded = 2 out of 4



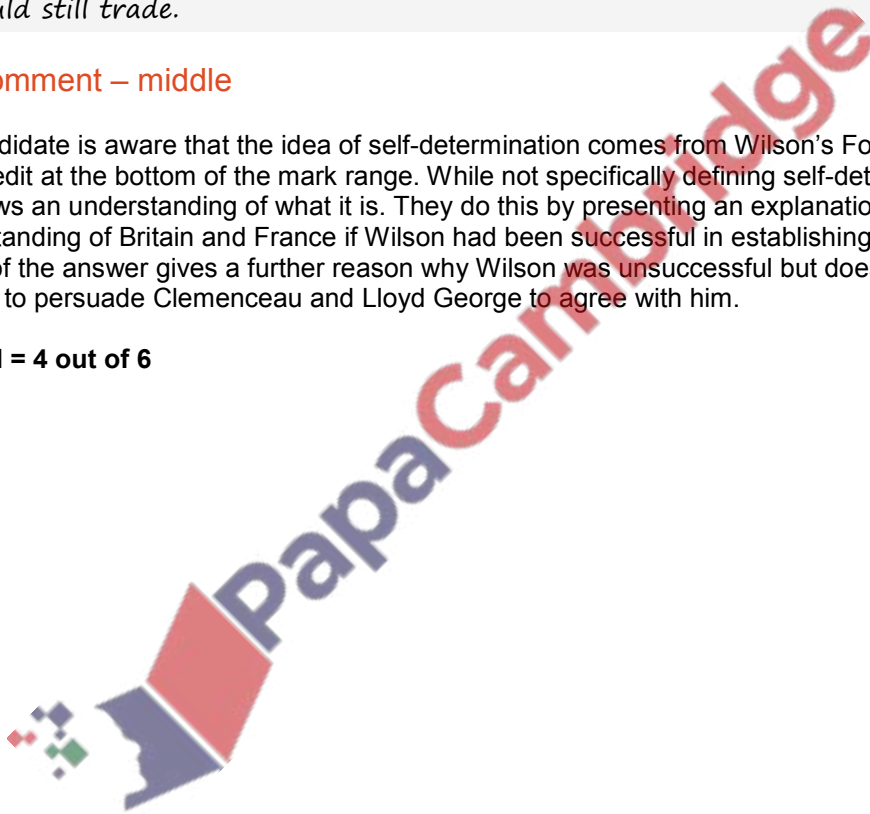
Example candidate response – middle

5 b The president of USA, Woodrow Wilson went to the Paris Peace Conference with 14 points including the League of Nations, free seas, removal of colonisation and self-determination for each country. For empiralists ~~like~~ countries Britain and France it would not be possible. Britain had a strong empire and got raw materials, trade from ~~them~~ countries under it and so did France. The idea of self-determination would ~~take away~~ reduce the power they had in Europe. Self-determination would also lead to more virals in Europe and to more countries that may cause another war just like Germany had and Britain and France could not take that chance. He was also unsuccessful because at the conference all Clemenceau was bothered about was crippling Germany and ensuring it was never attacked again and Lloyd George cared about the naval ~~ast~~ aspect of ~~Ger~~ things because he wanted to ensure Britain remained in control of the seas and the economy aspect of things, wanting to make sure Germany could still trade.

Examiner comment – middle

(b) The candidate is aware that the idea of self-determination comes from Wilson's Fourteen Points. This is worthy of credit at the bottom of the mark range. While not specifically defining self-determination, the candidate shows an understanding of what it is. They do this by presenting an explanation of what might result for the standing of Britain and France if Wilson had been successful in establishing self-determination. The final part of the answer gives a further reason why Wilson was unsuccessful but does not explain why he was unable to persuade Clemenceau and Lloyd George to agree with him.

Mark awarded = 4 out of 6



Example candidate response – middle

5 c Answer

Even though the Treaty of Versailles was necessary to punish a losing power of the First World War, many argue that it was too harsh because of the extent ~~to~~ at which Germany was punished. The Treaty of Versailles could be considered as not being harsh, because Germany was one of the losing powers in ~~the next and~~ World War I, and therefore should be punished by the winning powers as a form of compensation to them. It is normal for the winning power to ~~demand~~ take economic reparations and land from losing powers, as well as limit the size of their armies. ~~Germany~~ The Big Three asked the same from Germany so in that sense, the Treaty of Versailles could be viewed as fair.

The Big Three also limited the size of the army in the Treaty of Versailles. This could be seen as necessary and not harsh because the winning powers wanted to ensure that Germany would not attack them again, being one of the biggest losing powers. This therefore may not be seen as harsh because another conflict is trying to be avoided.

However, there are also reasons why the Treaty of Versailles may be considered as harsh. One of the main reasons is that Germany got total blame (Article 237) for starting the War. However the conflict was started between Austro-Hungary and Serbia instead of Germany but instead they are being punished ~~xxxx~~ for supporting an ally.

The reparations at \$6.6 billion may also be considered too harsh. With many areas of economic significance having been lost in the Treaty, Germany found it harder to pay back such a large ~~am~~ sum of money. This struggle threw Germany into economic turmoil, resulting in hyperinflation in 1923. ~~This was~~ These reparations were so harsh, that Germany was still paying it back until 1984.

In conclusion, the Treaty of Versailles was not harsh in one senses, as they did need to put some restrictions on Germany after they lost the war. However, due to the extent of the restrictions, particularly the blame for the war and the extent of the reparations, the Treaty of Versailles is considered harsh by many.

Examiner comment – middle

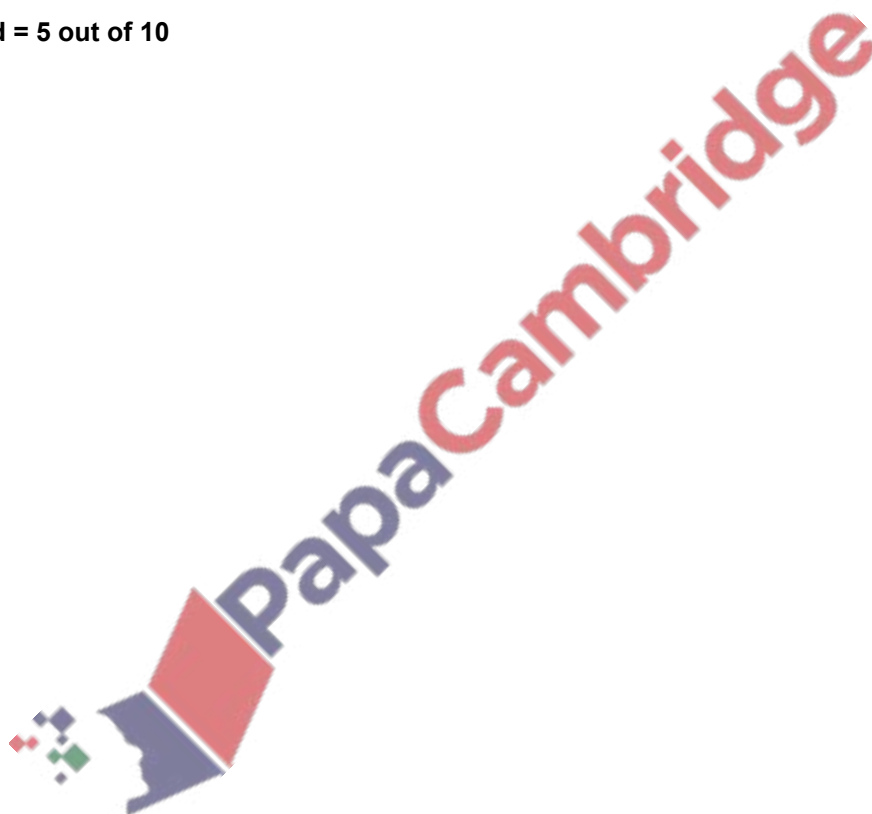
(c) The candidate states clearly in the second paragraph that, as a losing power, Germany should have been punished and that it was, at that time, normal for losing powers to be dealt with in this way. What this paragraph does not consider is the issue of harshness. Without this the answer cannot attain Level 3. Saying that to punish in this way was acceptable at the time is correct but the candidate can still make a judgement of the harshness of the punishment.

The third paragraph explains that in the context of the time a reduction in army size could not be deemed as harsh if future war was to be avoided. This is a weak explanation.

The fourth paragraph explains why Germany being given full blame for the war was harsh. This is an explanation which considers an opposing view to the one credited earlier. This was marked at Level 3, 5 marks as a Level 4 answer requires a minimum of three explanations.

The remaining paragraphs did not add any full explanation. The candidate indicates that the reparations were harsh but did not develop the point about losing 'areas of economic significance'. Stating the areas lost and explaining the contribution of these losses to Germany's inability to pay the reparations would have developed the explanation, allowing the answer to move into Level 4.

Mark awarded = 5 out of 10



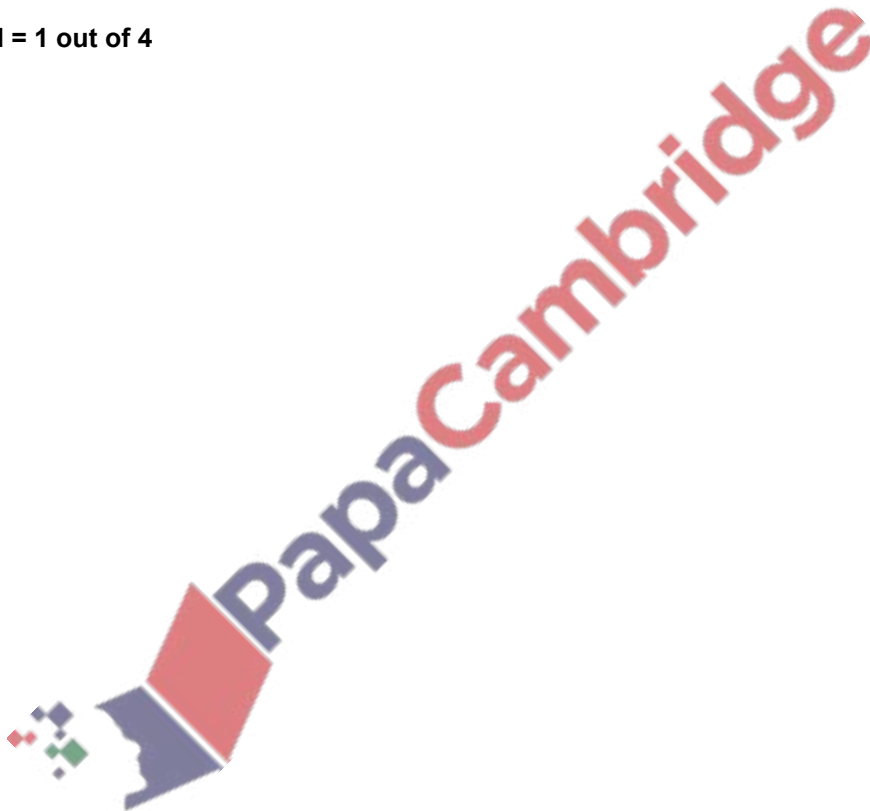
Example candidate response – low

5 A One of the main points of the treaty of Versailles was ~~De-milla De-millatarri~~ the De-millitarization of Germany. This resulted Germany's army, it's symbol, to be removed. Its army was reduced to a 100,000 men, its naval and ariel forces were minimal and it was the only country which was forced to reduce its military, this angered the German's even more.

Examiner comment – low

(a) Apart from the specific term relating to the reduction in the army to '100 000 men', this response relies on generalities rather than specifics as required by the question. The candidate writes about 'demilitarisation' which implies the complete removal of anything military. This would be valid in relation to the Rhineland. The answer goes on to state that 'navy and army forces were minimal' which indicates knowledge of the areas covered by the Treaty of Versailles but does not give specific detail. This detail might have included 'Germany was not allowed submarines' and 'the navy was limited 15 000 men'. Both of these statements would have gained credit. The comment in the last few lines is unnecessary as it is about a German view of the treaties rather than specifics from the Treaty of Versailles which dealt only with Germany.

Mark awarded = 1 out of 4



Example candidate response – low

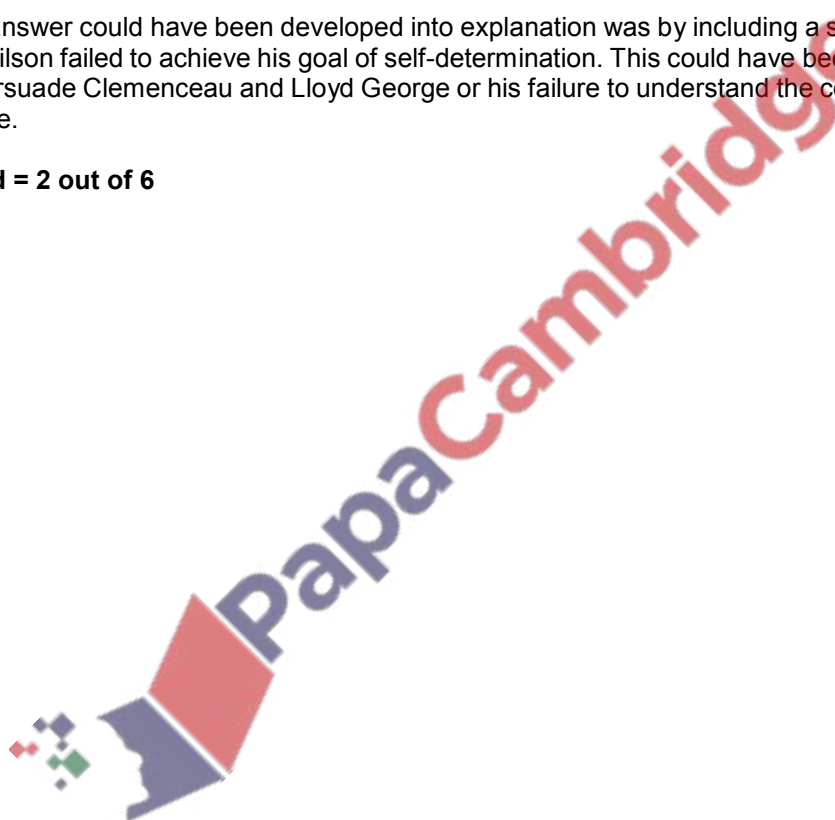
5 b The President of the USA Woodrow Wilson, was a political idealist and wanted a just just and lasting peace. He brought up his fourteen points, in which one of them was self-determination. There were many ethnic minorities in Europe, and providing them self-determination can cause problems as some countries may have two ~~ooa~~ large ethnic groups and each group may want to detach from the other and form a country. Due to the large number of different ethnic groups this was unsuccessful.

Examiner comment – low

(b) The candidate shows awareness of self-determination and states that the Fourteen Points link this idea to Wilson. The answer continues in descriptive mode about the numbers of ethnic groups which existed in Europe and which made it impossible for self-determination to be achieved. The descriptive nature of the response places it within Level 2.

One way this answer could have been developed into explanation was by including a specific example to explain why Wilson failed to achieve his goal of self-determination. This could have been his unsuccessful attempts to persuade Clemenceau and Lloyd George or his failure to understand the complex ethnic mix in Eastern Europe.

Mark awarded = 2 out of 6



Example candidate response – low

5 c To a greater extent the Treaty of Versailles was too harsh on German. Amongst all the treaties, the Versailles Treaty was the longest and most effective.

The German's were not present at the Paris Peace Conference to defend themselves, the treaty was imposed on them It was ridden off as colonial territories and forced to demilitarise but other nations ~~were no~~ did not demilitarise. The war guilty clause seemed highly unfair as its army force, naval base and air force were extremely lowered.

Reparations were imposed upon at a price of 6.6 million and also in kind. This was very insensitive of the other nations as it was immediately after war and German was under an economic crisis. Although she had instigated highly to the beginning of the war. German was not only to blame. ~~Half the~~ Most of her population was divided when territories were divided and it was separated from ~~M~~ Poland, Czechoslovakia, Serbia.

However German had imposed the same on Russia at Brest-Litovsk: she had also annexed France's Alsace and Lorraine in 1871. German had also had at the Schlieffen war plan when it started war, so it knew what it was getting itself into.

Examiner comment – low

(c) The second paragraph of the answer identifies three distinct aspects of the Treaty, namely that it was a diktat, that Germany lost colonies and that only Germany demilitarised. Each of these is capable of being developed into explanation to provide a higher level answer but this answer does not include any such development.

The candidate recognises the relevance of the imposition of reparations but merely describes this. The final paragraph contains a further three identified points against which the harshness of the Treaty of Versailles may be judged but the opportunity to develop a better quality answer is missed.

The development of explanation is crucial if higher level marks are to be achieved.

Mark awarded = 3 out of 10

Question 11

11 In 1933 Hitler became Chancellor of Germany and by the end of 1934 he was Dictator.

- (a) What was promised to the German people by the Nazis in the election campaigns of 1930–33? [4]
- (b) Why did Hitler turn against Röhm and the SA in 1934? [6]
- (c) Which was the more important in allowing Hitler to consolidate his power in 1933–34: the Enabling Act or the death of Hindenburg? Explain your answer. [10]

Mark scheme

11 (a) What was promised to the German people by the Nazis in the election campaigns of 1930–33?

Level 1

[1–4]

One mark for each relevant point; additional mark for supporting detail

e.g. 'They promised a strong Germany.'
 'To defend traditional order.'
 'Remove reparations.'
 'Strong leadership.'
 'They promised full employment.'
 'They promised to defeat Communism.'
 'They promised to uphold the capitalist system.'
 'They promised to abolish the Treaty of Versailles.'
 'They promised to regain lost German territory.'
 'They promised to punish those who 'stabbed Germany in the back'.
 'They promised to give pride back to Germany.'
 'They promised to deal with the Jewish problem.'
 'They promised to restore old-fashioned values.'
 'They promised to support German farmers.'
 'They promised re-armament.'

Level 0 No evidence submitted or response does not address the question

[0]

Mark scheme, continued

(b) Why did Hitler turn against Röhm and the SA in 1934?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'Rohm wanted a second revolution to put socialist policies into practice. Many industrialists thought this programme looked too much like Communism. Hitler could not afford to upset industrial leaders, such as Krupps, Farben and Thyssen, because he needed their co-operation to produce the weapons for his armed forces.'

'Rohm wanted to merge the SA with the German Army and take control. The Army leaders were strongly against this as they considered the SA little more than a rabble. Hitler needed to keep the support of the Army leaders to carry out his plans.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'Rohm was a threat to Hitler's dictatorship.'

'Hitler was embarrassed by the SA's continued violence.'

'The SA had outlived their purpose.'

'The SS were more professional.'

'Rohm had socialist ideas.'

'The army leaders disliked the SA.'

'Industrialists did not want extreme socialism.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was thought Rohm wanted power.'

Level 0 No evidence submitted or response does not address the question [0]

Mark scheme, continued

- (c) Which was the more important in allowing Hitler to consolidate his power in 1933–34: the Enabling Act or the death of Hindenburg? Explain your answer.

Level 5 Explains with evaluation of ‘more important’ [10]

As Level 4 plus evaluation.

Level 4 Explanation of both sides [7–9]

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.

Fuller explanation of one issue to be given two marks.

An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

**Level 3 One sided explanation OR
One explanation of both sides 5–6 marks** [4–6]

More detailed explanation of one issue to be given two marks.

e.g. ‘The Enabling Act effectively made Hitler a dictator. It gave him the power to make laws without the Reichstag for four years. This meant the existing constitution could be ignored. It meant the end of parliamentary democracy.’

OR

e.g. ‘When Hindenburg died, Hitler decided to merge the positions of Chancellor and President. Hitler would be known as Fuhrer of Germany – the Supreme Leader.’

Level 2 Identifies AND/OR describes [2–3]

(One mark for each point)

e.g. ‘The Act gave Hitler the power to pass laws.’

‘It enabled him to remove parliamentary democracy.’

‘The Act enabled Hitler to remove all opposition.’

‘The Act allowed Hitler to abolish rival political parties / trade unions.’ (2)

‘The death allowed Hitler to become Fuhrer.’

‘Following Hingenburg’s death he had total power over the Army.’

‘The army had to swear an oath of personal loyalty to Hitler.’

‘Hindenburg was the only person with greater power.’

‘Hindenburg’s death removed any control over Hitler.’

Level 1 General answer lacking specific contextual knowledge [1]

e.g. ‘Both events gave Hitler tremendous powers.’

Level 0 No evidence submitted or response does not address the question [0]

Example candidate response – high

11 a In the election campaign of 1930–33. Hitler promised people recovery from the Depression in 1929 and promised them work and food which were the two things they longed for the most. He promised that he would destroy the Treaty of Versailles because several Germans despised it. He said he would also get rid of communism because the German people feared it and did not want it in Germany. Hitler also preached anti-semitism which gained him support because people hated the jews and thought they were greedy.

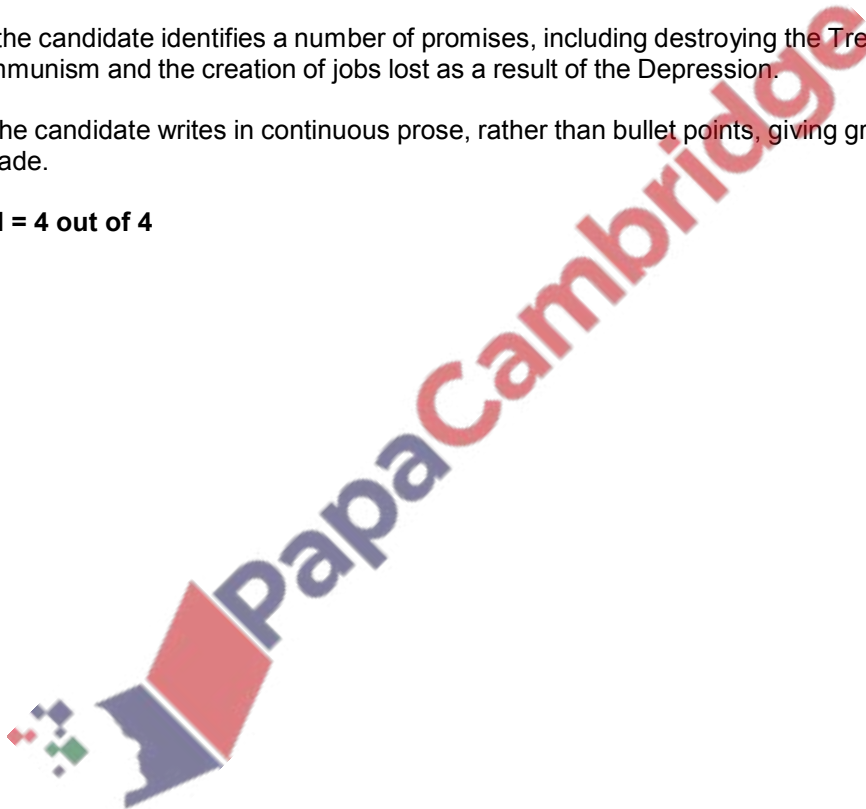
Examiner comment – high

(a) This question asks for identification of the promises made by the Nazi Party during the 1930–33 election campaigns. Many of these promises were generalised rather than detailed, often lacking clarity as to what a specific policy would look like, and consequently the Examiners expected less specific detail than normal in the answers. The question was not about how the promises would be implemented or how the ideas were spread by Goebbels.

In this answer the candidate identifies a number of promises, including destroying the Treaty of Versailles, the removal of communism and the creation of jobs lost as a result of the Depression.

In the answer the candidate writes in continuous prose, rather than bullet points, giving greater clarity to the points being made.

Mark awarded = 4 out of 4



Example candidate response – high

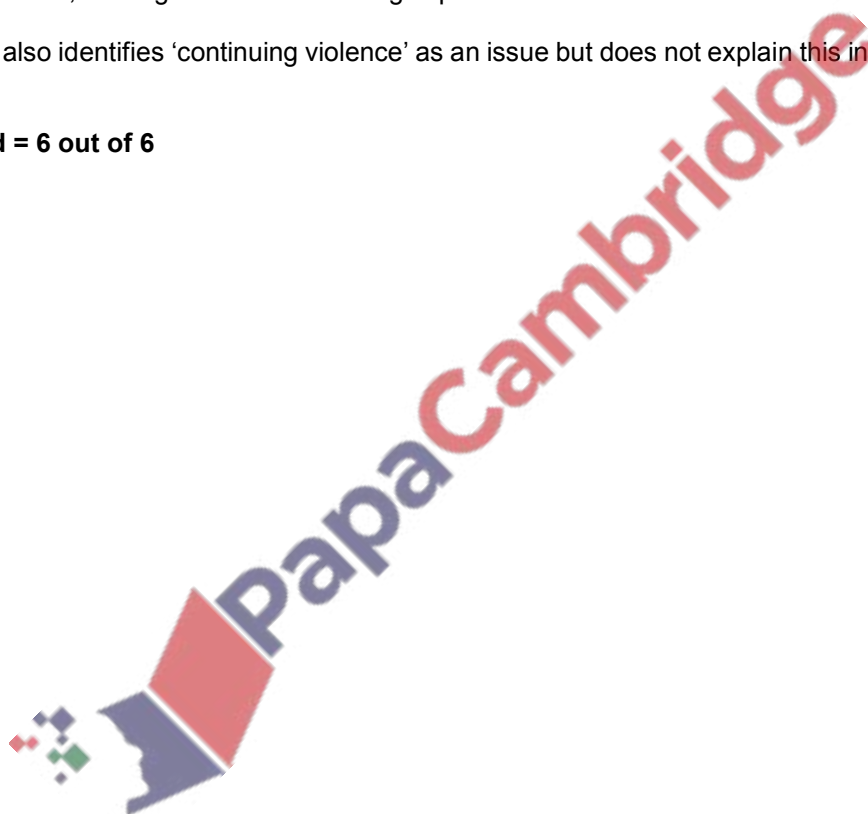
11 b) Hitler formed against Röhm and the SA in 1937 because Röhm wanted to merge the SA with the Army and become in charge, something which the army disliked and Hitler needed the support of the Army if he was to achieve his goals of gaining living space and expanding to the east. Hitler was also emberassed by the continuing violence of the SA and disliked Röhm's socialist policies and felt threatened ~~that~~ thinking that he was his rival and wanted to secure his control over Germany.

Examiner comment – high

(b) The approach to marking a question of this type allows full marks to be awarded for the explanation of two distinct causes in relation to the question. In this answer the candidate clearly explains that Röhm wants to merge the SA with the army. It is shown that Hitler is fearful that if he loses control of the army he would not be able to introduce his policies. Towards the end of the answer the candidate explains that Hitler felt threatened by Röhm, although this is not a strong explanation.

The candidate also identifies 'continuing violence' as an issue but does not explain this in the context of the question.

Mark awarded = 6 out of 6



Example candidate response – high

11 c ~~On the~~ Hitler used a series of events to consolidate his power. On the 23rd of March the enabling act was passed and on the 2nd of August the President, Hindenburg died.

The Enabling Act was passed 444 votes to 94 votes and by law the Reichstag had basically voted itself out of power. The Enabling Act gave Hitler the power to make laws without consulting the Reichstag first or the President. He had direct access to the people and could ~~do as~~ make any laws he wanted. The Enabling Act was renewed every 4 years and by the passing of it ~~Hitler~~ was basically already a dictator.

On the other hand, the next year, in 1934 Hitler used the death of President Hidenburg on the 2nd of August to consolidate his power further. He merged the roles of Chancellor and President and began to call himself the Fuhrer. By this point Hitler had complete control over Germany and because he was also President nobody could remove him from power. ~~The death of Hidenburg~~

The Enabling Act allowed Hitler to ban all trade unions on the 2nd of May, make Germany a one party state on the ~~7th of Ap~~ 14th of July, get rid of all or most of his opposition on the Night of Long Knives in 1934 and enabled him to declare himself as President after Hidenburg.

F In conclusion, I would say the Enabling Act ~~was~~ more important because he ~~had~~ used it to consolidate his power further by removing opposition and he was already basically a dictator before Hindenburg died but the death of Hindenburg made it final and completed his consolidating power.

Examiner comment – high

(c) This question is about a crucial time period during which Hitler was able to consolidate his power over Germany and its people. At the highest levels explicit evaluation of the comparative importance of the two events is required. At the middle levels detailed understanding of the impact of the two events is required.

The candidate begins the answer with detail about the main areas of the question. This could have earned higher marks if dates had been included. The second paragraph explains how Hitler used the Enabling Act to establish a dictatorship.

A clear move to the death of Hindenburg is signalled at the start of the third paragraph. Here the significance of the merging of roles to establish complete control is explained. The next paragraph, although not strong in terms of explanation, shows how Hitler is able to benefit from the death of Hindenburg, culminating in being able to declare himself President, normally an elected position.

The final paragraph is an attempt to pull the answer together through limited evaluation of 'more important' and provides evidence that the candidate has a sound understanding of this period of German history.

At times, the answer appears unbalanced, with more detail and explanation relating to the Enabling Act being used. In relation to the death of Hindenburg little is included about the army and the oath of loyalty which ensured that the army stayed out of politics and gave Hitler the freedom to spend vast sums of money on rearmament.

Mark awarded = 8 out of 10



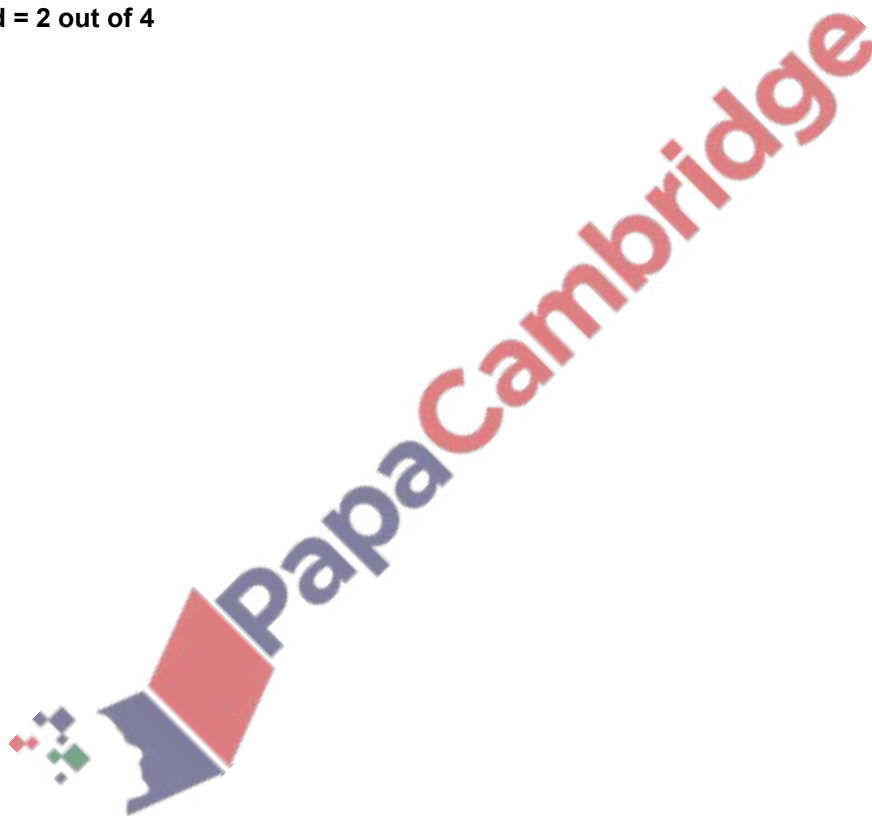
Example candidate response – middle

Q11 A) The Nazis promised the ~~the~~ German public many things. Such as ~~fe ee~~ reversing the terms of the Treaty of Versailles. Also, ~~Hitler~~ to gain lebensraum & regain the dear. Hitler promised to regain all German speaking people. Finally, the Germans were promised employment & a better economy.

Examiner comment – middle

(a) This question considers promises made by the Nazis to Germans with a view to gaining votes in the elections. What they offered was based on the abolition of the Treaty of Versailles. In this answer the candidate mentions 'reversing the Treaty' and 'a better economy'. Both of these gained credit. The crucial point with regard to employment is the Nazi promise of full employment, as indicated by the mark scheme. It is unclear what the candidate means by 'regain all German speaking people'. It may well have been German land lost under the Treaty but the examiner is not able to speculate. The use of the word 'lebensraum' is incorrect in relation to the Saar.

Mark awarded = 2 out of 4



Example candidate response – middle

11 B

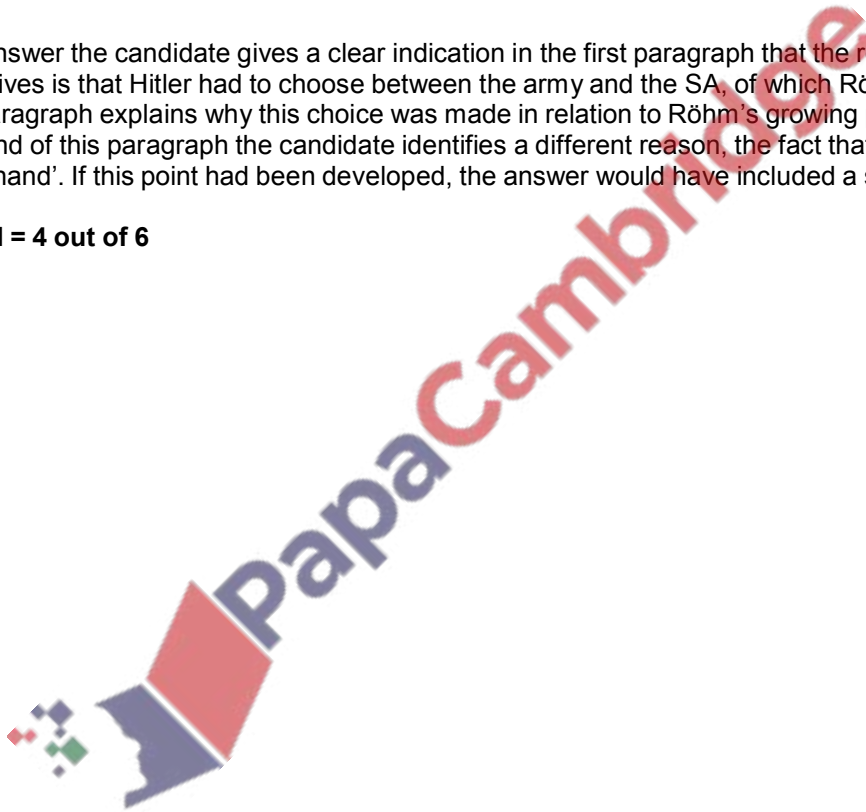
In 1934, Hitler had to choose one main body of force between the army and the SA. He chose the army and got rid of Röhm and other SA men in the Night of Long Knives on June 30th.

He decided to kill Rohm because he feared Röhm would plan a coup and turn against him. He felt Röhm had too much power because he had a large number of SA troops at his disposal. Hitler also chose the army because the SA men were seen as touts and rowdy and were starting to get out of hand. The Night of Long Knives was the systematic murder of Röhm and SA men by the SS.

Examiner comment – middle

(b) In this answer the candidate gives a clear indication in the first paragraph that the reason for the Night of the Long Knives is that Hitler had to choose between the army and the SA, of which Röhm is the leader. The second paragraph explains why this choice was made in relation to Röhm's growing power threat. Towards the end of this paragraph the candidate identifies a different reason, the fact that the SA were 'getting out of hand'. If this point had been developed, the answer would have included a second explanation.

Mark awarded = 4 out of 6



Example candidate response – middle

11 c)

In some ways the Enabling Act helped Hitler consolidate his power more than the death of Hindenburg because it allowed Hitler to ~~make decision~~ do as he pleases without authority from the Reichstag. This helped Hitler remove his opposition with ease such as the communists and it made the Night of Long Knives possible because he needn't have the Reichstag say-so to kill and arrest all these people. The Enabling Act also helped Hitler consolidate his power because he was able to use his power to remove the church from politics and remove many opponents such as the SPD.

However, the death of Hindenburg helped Hitler consolidate his power because it ~~+~~ at the time, he was chancellor and already had a lot of power and so after Hindenburg's death it gave him the opportunity to announce himself as ~~Fuber~~ Führer, supreme leader of Germany giving him even more power than before

Overall, I think that the ~~End~~ Enabling Act helped Hitler consolidate his power because before the death of Hindenburg, Hitler had already removed most of his opposition, by ~~far~~ force or persuasion, and already had a lot of power. The death of Hindenburg only helped him make it official that he is the supreme leader of Germany.

Examiner comment – middle

(c) Throughout this answer the candidate shows awareness of some of the implications of both the Enabling Act and the death of Hindenburg. The first paragraph identifies the removal of the necessity to consult as well as the removal of opposition. However, the candidate does not expand either of these points to explain how Hitler benefited.

The second paragraph attempts to show the importance of the death of Hindenburg. Although limited, it does indicate the importance for Hitler of 'gaining more power than before'.

The final paragraph is just a **summary** of what has already been written. For a high level mark, the final paragraph should present **some evidence** of evaluation. Those who find this difficult should be encouraged to provide more **explanation** in the **body** of their answer.

Mark awarded = 4 out of 10

Example candidate response – low

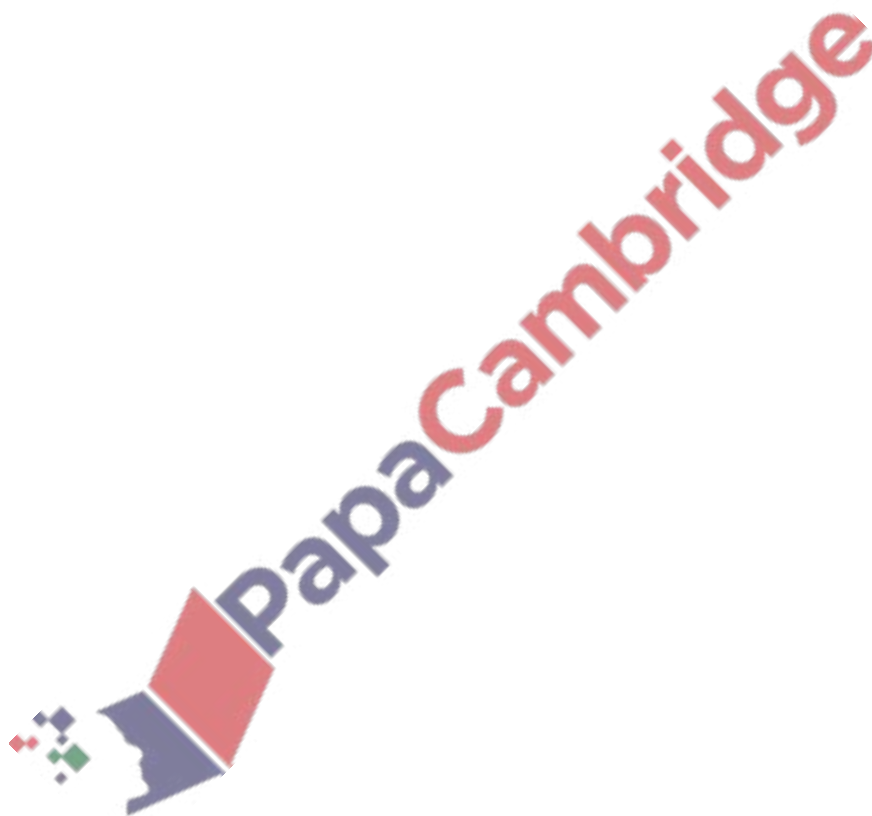
11 a

Between 1930 and 1933 Hitler was gaining power. Germany had just about recovered from the crises of 1923 so Hitler promised the German public a stable Germany, he won the votes of business workers by promising better working conditions and better paid wages.

Examiner comment – low

(a) During the period of time covered by the question Germany was facing economic and political instability. Many of the Nazi promises were very general, often being unclear as to what they meant in terms of actual policies. It is for this reason that the mention in this answer of a 'stable Germany' was given credit. One area of change promised by the Nazis was to implement full employment. Improved working conditions and better wages were not part of the Nazi package.

Mark awarded = 1 out of 4



Examiner comment – low

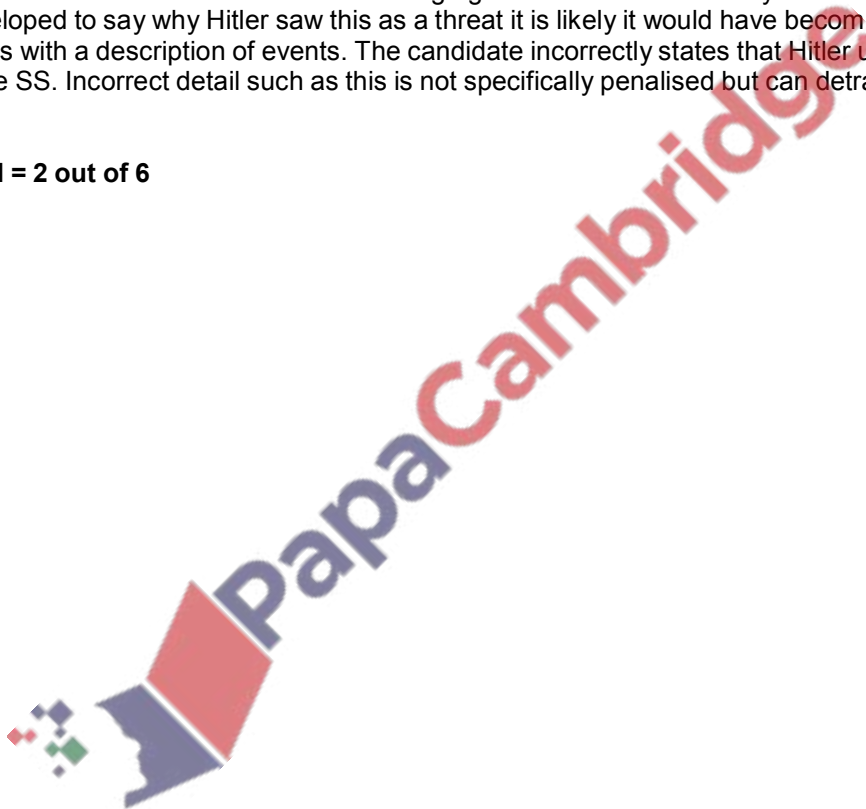
11 b In 1934 Hitler staged a Blood Purge or the “Knight of the long Knives” on ~~Jul~~ 30 June 1934, to the first of July 1934 morning.

Hitler was driven to ~~th~~ purge because the SA, Storm Troopers were ~~etow~~ starting to oppose Hitler and his Nazi rule. The SA ~~leaders~~ wanted to be the core of German’s new government, and they ~~were~~ had different beliefs from Hitler’s, and this made them turn against him. ~~Ger~~ Hitler hired the Gestapo to murder 400 SAs but only 70 were recorded, amongst the four hundred purged were Ernest ~~Rhown~~ Röhm, Edgar Jung and Von Schleicher.

Examiner comment – low

(b) This answer concentrates too much on description at the expense of explanation. The second paragraph identifies the fact that the SA were turning against Hitler because they had ‘different beliefs’. If this had been developed to say why Hitler saw this as a threat it is likely it would have become explanation. The paragraph ends with a description of events. The candidate incorrectly states that Hitler used ‘the Gestapo’ when it was the SS. Incorrect detail such as this is not specifically penalised but can detract from the validity of an answer.

Mark awarded = 2 out of 6



Example candidate response – low

11 c

On one hand the Enabling Act was more important because by using the SS ~~troop~~ to intimidate the Reichstag into letting him pass any laws he wants gave him the power to do anything. He managed to ban the freedom of speech and assemblies, trade unions and ~~any other~~ a lot of his opposition were arrested. Everyone was too afraid to fight back. Also he practically already had the role of president since he was able to pass any laws and when the next elections came he could tip the vote in his favour. Hitler also banned any other non-nazi political parties and non-nazi deputies on the reichstag were removed.

11 c ii

On the other hand the death of Hindenburg allowed Hitler to take full control and become Fuhrer. If Hindenburg had died later Hitler may have faced other problems or crisis which may have damaged his chances of gaining full control.

In conclusion the ~~Enabling Act~~ death of Hindenburg allowed Hitler to consolidate his power as it allowed him to gain full control and begin his dictatorship. The Enabling Act just helped Hitler to establish his power.

Examiner comment – low

(c) This answer does not develop identification and description into explanation. The candidate is aware of the main aspects of the Enabling Act that allowed Hitler to consolidate his power. They identify features such as the ability of Hitler to be able to pass any laws, arrest the opposition and ban other political parties. This places the answer in Level 2. Progress to the next level is achievable by explaining the impact of one of these features in relation to the question. Further explanation of the others would have earned the answer the highest mark available for a one-sided answer.

In the second paragraph the candidate briefly addresses the other side of the question and identifies that the death of Hindenburg allowed Hitler to 'take full control and become Führer'. There follows an attempt to show the difference in impact of the Enabling Act and Hindenburg's death in the form of a conclusion. Incorrectly Hitler's dictatorship is linked with Hindenburg rather than the Enabling Act. This is careless, as earlier in the paragraph the importance of Hindenburg's death is correctly identified.

The candidate employs an unusual method of relating answers to questions. Only the accepted format, as indicated by the question paper, should be used. This will avoid any confusion.

Mark awarded = 3 out of 10